



## SC Connections Academy

220 Stoneridge Drive,  
Columbia, SC 29210

<b>Grades</b>	K-12 Elementary School	
<b>Enrollment</b>	590 Students	
<b>Principal</b>	Allison Reaves	803-212-4712
<b>Superintendent</b>	Dr. Wayne Brazell	803-734-8322
<b>Board Chair</b>	Don McLaurin	843-720-1268

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

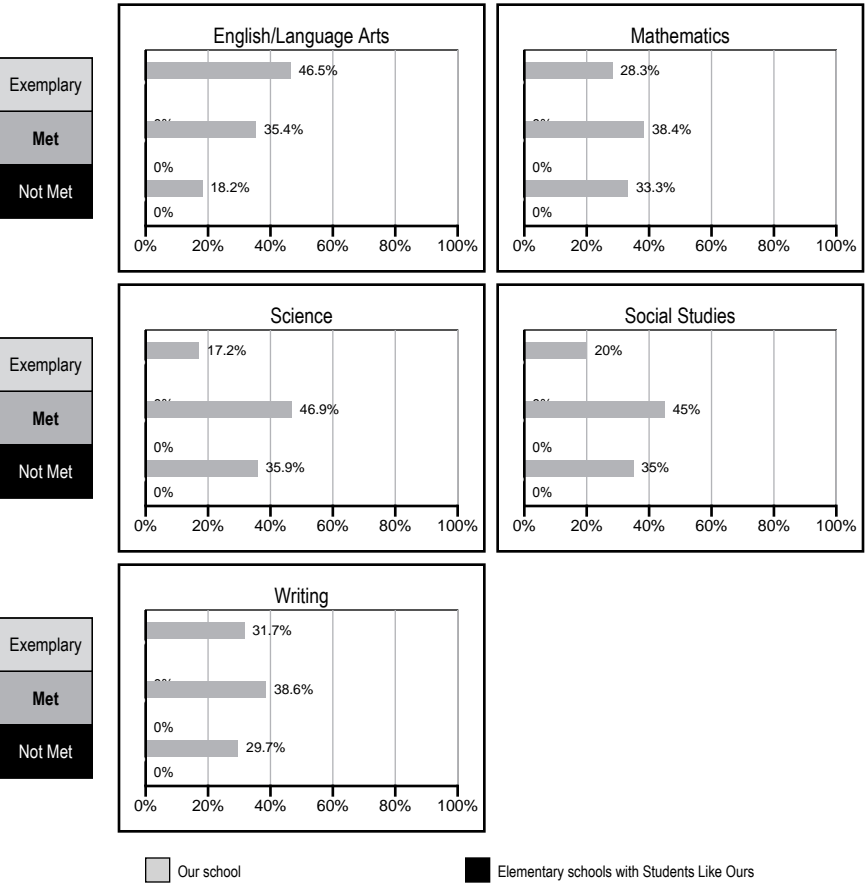
47.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=590)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	N/A	100.0%
Retention rate	6.2%	N/A	N/A	1.9%
Attendance rate	96.8%	N/A	N/A	96.3%
Eligible for gifted and talented	15.6%	N/A	N/A	10.0%
With disabilities other than speech	8.0%	N/A	N/A	7.7%
Older than usual for grade	7.4%	N/A	N/A	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	N/A	0.0%
<b>Teachers (n=13)</b>				
Teachers with advanced degrees	46.2%	N/A	N/A	59.4%
Continuing contract teachers	30.8%	N/A	N/A	80.0%
Teachers with emergency or provisional certificates	14.3%	N/A	N/A	0.0%
Teachers returning from previous year	N/A	N/A	N/A	85.9%
Teacher attendance rate	N/R	N/R	N/A	95.1%
Average teacher salary*	\$37,423	I/S	N/A	\$47,149
Professional development days/teacher	11.4 days	N/R	N/A	11.1 days
<b>School</b>				
Principal's years at school	1.0	N/R	N/A	4.0
Student-teacher ratio in core subjects	N/R	N/R	N/A	18.8 to 1
Prime instructional time	N/R	N/R	N/A	90.4%
Opportunities in the arts	Fair	N/R	N/A	Good
SACS accreditation	No	N/R	N/A	Yes
Parents attending conferences	100.0%	N/R	N/A	100.0%
Character development program	Below Average	N/R	N/A	Excellent
Dollars spent per pupil**	N/A	N/A	N/A	\$7,458
Percent of expenditures for instruction**	N/A	N/A	N/A	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	N/A	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

South Carolina Connections Academy (SCCA) is a new public virtual charter school that opened during the 2008-2009 school year as a member of the South Carolina Public Charter School District. SCCA offers a premier online education to children in grades K-12 regardless of where they reside in the state. Our curriculum meets national and state standards while simultaneously meeting the personal needs of all of our students. Students progress through the program under the guidance of their Learning Coach (typically a parent or guardian) in conjunction with their highly qualified South Carolina certified teachers. Regular interaction occurs via phone, email, and live web conferences. Student work is then submitted online for teacher review. Our user friendly Learning Management System (LMS) includes coursework, a daily planner, a grade book, attendance recorder, communication tools, a virtual library, messages boards, and supplemental learning programs. The LMS provides all the necessary information, at your fingertips, to successfully learn anywhere there is an internet connection. This unique system sets us apart from all other virtual charter schools.

SCCA offers advanced curriculum to Gifted and Talented students in grades 3 through 8 Science, Math and Language Arts. These students participate in a Literature Study course using the Junior Great Books series. Teachers in our Special Education Department serve their students using the inclusion model to meet their needs in the least restrictive environment.

Our high school program includes approximately 300 students across the state. The selection of courses we offer is varied and challenging. Students are able to study Foreign Languages such as Mandarin Chinese, Latin, French, and Spanish. We also offer 20 Advanced Placement courses and a variety of college preparatory electives. Our graduation requirements are more rigorous than the state mandates. SCCA requires all students to successfully complete two years of foreign languages or humanities. In addition, a full year of health and a full year of American Government are required.

In an effort to create a sense of community, various field trips were planned statewide. This allowed students, parents, and teachers to interact face-to-face. Over thirty opportunities were held during the 2008-2009 school year including museum, zoo, and aquarium tours; environmental awareness activities; Mad Science interactive labs; and two arts festivals featuring student work.

Don Brown

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	10	48
Percent satisfied with learning environment	N/R	I/S	93.8%
Percent satisfied with social and physical environment	N/R	I/S	77.5%
Percent satisfied with school-home relations	N/R	I/S	93.8%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	35.8%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	350	99.4	22.6	34.5	43	86.4	82.3	82.8	Yes	Yes
<b>Gender</b>										
Male	178	99.4	29.3	34.1	36.6	78.9	78.9	79.3	N/A	N/A
Female	172	99.4	15.2	34.8	50	94.6	86.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	249	99.2	19	31.5	49.4	89.3	85.7	89.5	Yes	Yes
African American	74	100	37.8	37.8	24.4	75.6	67.9	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	13	100	27.3	54.5	18.2	81.8	74.1	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	46	97.8	57.1	32.1	10.7	57.1	51.5	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	194	99.5	29.9	38.8	31.3	82.1	76.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	350	99.7	36	39.8	24.2	78.8	71.1	78.9	Yes	Yes
<b>Gender</b>										
Male	178	100	38.7	33.1	28.2	73.4	69.2	77	N/A	N/A
Female	172	99.4	33	47.3	19.6	84.8	73.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	249	99.6	29.6	39.1	31.4	85.2	76	87.2	Yes	Yes
African American	74	100	57.8	37.8	4.4	55.6	55.2	66.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.7	93	I/S	I/S
Hispanic	13	100	N/AV	N/AV	N/AV	72.7	44.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	69	20.7	10.3	48.3	38	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	194	100	45.2	40	14.8	73.3	65.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	235	98.7	36.5	50.6	12.8	63.5	60.5	67.5
<b>Gender</b>								
Male	127	99.2	35.2	52.3	12.5	64.8	61.7	67
Female	108	98.2	38.2	48.5	13.2	61.8	58.9	68
<b>Racial/Ethnic Group</b>								
White	170	98.8	29.8	54.4	15.8	70.2	65.5	79.5
African American	52	98.1	56.7	40	3.3	43.3	43.4	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	31.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	25	100	46.7	46.7	6.7	53.3	33.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	59.6
<b>Socio-Economic Status</b>								
Subsided meals	130	99.2	44.8	50.6	4.6	55.2	50.6	55.1

**Social Studies**

All Students	231	97.8	34.9	43	22.1	65.1	63.2	72.3
<b>Gender</b>								
Male	111	98.2	34.2	43.8	21.9	65.8	64.4	71.5
Female	120	97.5	35.5	42.1	22.4	64.5	61.8	73.2
<b>Racial/Ethnic Group</b>								
White	166	97.6	30.8	44.9	24.3	69.2	68.2	80.7
African American	44	97.7	50	38.5	11.5	50	44.2	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	36.8	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	33	97	54.5	36.4	9.1	45.5	41.8	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	67.9
<b>Socio-Economic Status</b>								
Subsided meals	124	97.6	47.1	41.4	11.5	52.9	52.1	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	363	96.7	28.2	42	29.8	71.8	68.2	70.2	97.5	98.2
<b>Gender</b>										
Male	191	95.8	39.1	35.9	25	60.9	60.5	63.2	97.6	98.3
Female	172	97.7	15.5	49.1	35.5	84.5	77.2	77.5	97.5	98.2
<b>Racial/Ethnic Group</b>										
White	257	97.7	25.3	40.6	34.1	74.7	70.7	79.1	98	98.6
African American	75	92	43.9	39	17.1	56.1	53.8	57.6	96	97
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	81.8	86.2	98.3	98.8
Hispanic	13	100	18.2	63.6	18.2	81.8	66.7	62.6	98.3	98.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	99.9	99.4
<b>Disability Status</b>										
Disabled	31	96.8	76.9	19.2	3.8	23.1	23.4	26.1	97	97.8
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	N/A
<b>Socio-Economic Status</b>										
Subsidized meals	204	96.1	35	43.1	21.9	65	60.9	58.9	96.9	97.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	46	100	25.6	33.3	41	74.4
	4	40	100	12	44	44	88
	5	49	100	14.3	31.4	54.3	85.7
	6	54	100	16.1	41.9	41.9	83.9
	7	76	97.4	20	37.8	42.2	80
	8	85	100	35	26.7	38.3	65
Mathematics							
2009	3	46	100	48.7	28.2	23.1	51.3
	4	40	100	24	36	40	76
	5	49	100	22.9	51.4	25.7	77.1
	6	54	100	29	45.2	25.8	71
	7	76	98.7	28.3	39.1	32.6	71.7
	8	85	100	50	40	10	50
Science							
2009	3	24	100	47.6	33.3	19	52.4
	4	40	100	32	44	24	68
	5	24	100	27.8	66.7	5.6	72.2
	6	28	100	33.3	53.3	13.3	66.7
	7	76	96.1	26.7	62.2	11.1	73.3
	8	43	100	53.1	40.6	6.3	46.9
Social Studies							
2009	3	22	100	55.6	33.3	11.1	44.4
	4	40	100	24	60	16	76
	5	25	100	29.4	35.3	35.3	70.6
	6	26	96.2	25	62.5	12.5	75
	7	76	96.1	37.8	40	22.2	62.2
	8	42	97.6	35.7	32.1	32.1	64.3
Writing							
2009	3	48	89.6	40.5	32.4	27	59.5
	4	43	97.7	24	48	28	76
	5	50	100	16.7	41.7	41.7	83.3
	6	57	98.3	21.9	53.1	25	78.1
	7	77	97.4	23.4	48.9	27.7	76.6
	8	88	96.6	36.1	34.4	29.5	63.9

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